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California Schools

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December, 1947

CALIFORNIA SCHOOLS

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ROY E. SIMPSON

Superintendent of Public Instruction

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TRENDS IN TEACHER CERTIFICATION IN CALIFORNIA FOR THE PAST FIVE-YEAR PERIOD *

HERSCHEL S. MORGAN, *Credentials Technician, Division of Credentials*

The number of teaching credentials issued by the State Department of Education in California has more than doubled in the past five years. During the school year 1942-43 the total number of certification documents issued was 16,223. During the school year 1946-47 the number was 33,651. A summary breakdown of the documents issued each year 1942-43 through 1946-47 is given in Table 1. A large proportion of the new credentials issued on direct application have been issued on the emergency basis. The number of credentials issued on the basis of recommendation of authorized teacher-education institutions decreased from year to year until 1945-46. During 1946-47, the recommended credentials showed a definite upward trend. The number so issued during the year 1942-43 totaled 2,809 while the corresponding number in the year 1944-45 was 1,436. The number of recommended credentials increased to 2,554 during the school year 1946-47.

TABLE 1

Number of Documents Authorizing Public School Service Issued Annually
1942-1943 Through 1946-1947

School year	New document		Renewal of document	Life diploma	Total
	Issued on direct application	Issued on recommen- dation of authorized institution			
1942-1943.....	6,321	2,809	4,779	2,314	16,223
1943-1944.....	13,893	2,053	2,516	1,727	20,189
1944-1945.....	17,422	1,436	5,381	1,915	26,154
1945-1946.....	24,856	1,552	7,731	1,813	35,952
1946-1947.....	24,285	2,543	4,838	1,985	33,651

* This article continues a series prepared by Joel A. Burkman, Assistant Director of Education, and published in earlier issues of *California Schools*: "Teacher Supply and Demand in California," XII (April, 1941), 57-61; "Teacher Supply and Demand in California," XV (October, 1944), 241-46; "Increase in Number of Certification Documents Issued in California," XVI (March, 1945), 67-68; "Increase in Number of Certification Documents Issued to Educational Personnel in California," XVII (May, 1946), 119-22; and "Trends in Teacher Supply and Demand in California," XVII (December, 1946), 303-309.

During the period of continuously increasing need for additional teachers, the regularly authorized teacher-education institutions have been able to supply only a small proportion of the number needed from year to year. Hence, it has become necessary to recruit an increasing number of teachers from applicants who do not meet the requirements for regular credentials and must be certificated on an emergency basis.

Table 2 gives the breakdown, by kind, of the number of certification documents issued during the period July 1, 1946, to June 30, 1947. Of

TABLE 2
Credentials, Life Diplomas, and Permits Authorizing Public School Service Issued
by the California State Department of Education
July 1, 1946, to June 30, 1947

Document	New credential		Renewal	Diploma	Total
	Direct application	Institution recommendation			
Administration.....	444	337	426	127	1,334
Adult education.....	1,818	-----	-----	-----	1,818
General elementary.....	10,389	712	1,320	725	13,146
General secondary.....	4,724	662	1,509	641	7,536
Health and development.....	641	-----	81	39	761
Junior college.....	112	30	36	11	189
Junior high.....	666	100	277	127	1,170
Junior high and elementary.....	-----	-----	65	-----	65
Kindergarten-Primary.....	678	64	131	67	940
Special secondary.....	1,522	586	965	248	3,321
Supervision.....	120	52	28	-----	200
Child care center permits.....	1,854	-----	-----	-----	1,854
Lecture permits.....	1,317	-----	-----	-----	1,317
Totals.....	24,285	2,543	4,838	1,985	33,651

the 33,651 certification documents issued during the year 1946-47, 26,828 consisted of new credentials or permits. Of this latter number, 23,657 were new credentials and 3,171 were permits. Only 2,543, or about 10.8 per cent, of these new credentials were issued upon the recommendation of approved institutions while the remainder, or 21,114, were issued upon direct application. Of the total of 23,657 new credentials issued during the year 1946-47, 13,880 were issued on the emergency basis. A distribution of these emergency credentials by kind is shown in Table 3. Approximately 62 per cent of the emergency credentials issued during the school year of 1946-47 were in the elementary field. More than half of the remainder, or 2,968, were general secondary credentials.

All credentials issued on the emergency basis on May 1 or subsequently during any calendar year remain valid to June 30 of the subsequent year, while emergency credentials issued during the period January 1 to April 30 of any year remain valid to June 30 of that year only. To secure a true picture of the number of teachers credentialed on the emergency basis who are employed for a part or all of any school year, it is necessary to know the number of credentials issued on the emergency basis during the twelve months' period from May 1 of any given year to April 30 of the subsequent year.

TABLE 3
Credentials Issued on Emergency Basis
July 1, 1946, to June 30, 1947

Document	Credentials issued
Administration.....	244
Adult education.....	474
General elementary.....	8,602
General secondary.....	2,968
Health and development.....	457
Junior high.....	75
Kindergarten-Primary.....	539
Special secondary.....	463
Supervision.....	58
Total.....	13,880

TABLE 4
Credentials Issued on Emergency Basis
May 1, 1946, to April 30, 1947

Document	Credentials issued
Administration.....	225
Adult education.....	456
General elementary.....	8,973
General secondary.....	2,991
Health and development.....	468
Junior high.....	70
Kindergarten-Primary.....	571
Special secondary.....	466
Supervision.....	55
Total.....	14,275

Table 4 gives the breakdown by kind of the number of credentials issued on the emergency basis during the period May 1, 1946, through April 30, 1947. The total was 14,275. The corresponding number for the preceding year was 10,625.

Emergency credentials were first authorized in 1941-42. The number of credentials so issued has grown from 900 in 1941-42 to 14,275 in 1946-47.

The number of emergency credentials issued during the five months' period from May 1, 1947, to September 30, 1947, was 9,167. During the corresponding period in 1946 the number was 8,334. A distribution of these credentials by kind is given in Table 5.

TABLE 5
Number of Credentials Issued on Emergency Basis
May 1 to September 30, 1946 and 1947

Document	May 1- Sept. 30, 1946	May 1- Sept. 30, 1947
Administration.....	145	178
Adult education.....	119	185
General elementary.....	5,719	6,315
General secondary.....	1,485	1,467
Health and development.....	237	262
Junior high.....	27	44
Kindergarten-Primary.....	299	400
Special secondary.....	272	268
Supervision.....	31	48
Totals.....	8,334	9,167

From this data the following conclusions may be drawn :

1. The number of new credentials issued is increasing from year to year.
2. There was a material increase in the number of new credentials issued upon recommendation of approved teacher-education institutions of the State during 1946-47.
3. The greatest annual rate of increase was in the number of new credentials issued on the emergency basis.
4. The greatest need for new teachers is in the field of elementary education.
5. Unless the program of recruitment of teacher training candidates becomes more effective, the demand for new teachers can be met only by issuing a large number of emergency credentials.

DEPARTMENTAL COMMUNICATIONS—

OFFICE OF ADMINISTRATIVE ADVISER

ALFRED E. LENTZ, Administrative Adviser

PAYMENT OF TEACHERS' TRAVELING EXPENSES INCURRED IN ATTENDING INSTITUTE

Education Code Section 13424 was amended by Chapter 1125, Statutes of 1947, to read as follows:

Every teacher shall be paid his regular salary for the time covered by his attendance upon an institute. He shall also receive his actual and necessary traveling expenses, not exceeding twenty-five cents (\$.25) a mile, excluding the first six miles, one way in attending the institute. Claims for traveling expenses are payable from the same fund as teachers' salaries upon verification and approval by the county superintendent of schools. When the institute is held during the time that teachers are employed in teaching, their pay shall not be diminished by reason of their attendance.

The amendment added the second and third sentences to the section as they appear in the section as quoted above.

The amendment became effective September 19, 1947, and the section, as amended, is mandatory. In the opinion of the Department of Education, the provisions of the amended section relating to the traveling expenses incurred by teachers in attending institutes have the following effect:

1. The section requires the payment by each school district of the actual and necessary traveling expenses incurred by teachers required to attend upon an institute on or after September 19, 1947. Under Education Code Sections 13422 and 13423, teachers are the only employees of a school district required to attend institute. It may also be noted here that the only teachers exempted from the requirement of attendance upon institute are those who, at the time the institute is held, are on leave of absence or absent from duty because of illness or injury.

If the governing board of a school district requires other employees of the district to attend a teachers' institute, it must pay them their actual and necessary traveling expenses as required by Education Code Section 13203.

2. The traveling expenses of a teacher incurred in attending institute include, as a minimum, transportation, lodging, and meals. While the governing board of a school district may limit the amounts it will allow

and pay for those items, its limitations must be reasonable and bear a fair relationship to prices charged.

3. The traveling expenses of a teacher are payable to and from his home and the place of institute, if his home is his actual place of starting and return. Otherwise, such expenses are payable to and from his actual place of starting and return provided the mileage is not greater each way than between his home and the place of institute.

4. The teacher is entitled to such traveling expenses for each institute he is required to attend. An annual institute is one institute even though it may last from three to five days and even though the teacher may travel to and from his home and the place of institute each day.

Where local institutes are conducted in lieu of annual institutes or in combination with annual institutes, then each local institute is a separate institute and each teacher must be paid his actual and necessary traveling expenses incurred in attending each institute he is required to attend.

5. The maximum amount which can be paid any teacher for his actual and necessary traveling expenses incurred in attending institute is an amount equal to 25 cents a mile one way, excluding the first six miles.

6. There is no provision of law which authorizes the governing board of a school district to transport teachers of the district to and from institute in a bus, or buses, of the district.

DIVISION OF HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION

VERNE S. LANDRETH, Chief

RESIGNATION OF BERNICE MOSS

Bernice Moss, Consultant in Health Education in the Division of Health Education, Physical Education, and Recreation, has resigned this position and returned to her home state of Utah, where she has accepted the position of Associate Professor in Health Education at the University of Utah, in Salt Lake City.

Dr. Moss made an excellent contribution to the California program during the short time she was in the state. She was first associated with the University of California in its School of Public Health at Berkeley, later with the State Department of Public Health, and since June 1, 1946, with the State Department of Education.

In her new work in Utah, she will be closely associated with the former chief of this division, N. P. Neilson.

INTERPRETATIONS OF SCHOOL LAW—

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

APPELLATE COURT DECISIONS

Annexation of Territory to a District Within a Union or Joint Union District

Where, under Education Code Section 2896, a portion of an elementary school district is to be added to a district which is a part of a union or joint union elementary school district, the provisions of Education Code Section 2561 control as to the procedure to be followed, and the procedures prescribed by Education Code Sections 2501 et seq., relating to changes of boundaries, are inapplicable. *Peter v. Board of Supervisors of Kern County*, 78 A.C.A. 555.)

Constitutionality of "Released-time Plan" for Religious Instruction of Public School Pupils

The operation of a "released-time" plan under Education Code Section 8286 permitting the excusing of public school pupils from school for participation in religious instruction does not violate Section 4 of Article I, or Section 30 of Article IV, or Section 8 of Article IX of the State Constitution where there is no appropriation of public money in support of any sect or denomination and no teaching of sectarianism in the school system. (*Gordon v. Board of Education of the City of Los Angeles*, 78 A.C.A. 498.)

Dismissal of Permanent Classified Employees of a School District

In proceedings for the dismissal of permanent classified employee of a school district maintaining a merit system under Education Code Sections 14101 et seq., the employee is entitled to have the statutory procedures for dismissal strictly followed and if such procedures are not so followed, the dismissal is ineffective and the employee is entitled to recover the amount of his accrued salary during the period he is prevented from performing his duties, less the amount he received from other employment during such period. (*Ahlstedt v. Board of Education of the City of Los Angeles*, 79 A.C.A. 1056.)

ATTORNEY GENERAL'S OPINIONS

Acceptance and Retention by Public Schools and Colleges of Charges for Veteran Students Paid by Veterans Administration

Under Chapter 59 of the Statutes Fourth Extra Session (1944), 55th Legislature (Education Code Sections 9201-9206, 20405), as construed by Opinion NS5634, public schools and colleges may accept and retain funds paid them by the United States Veterans Administration under Public Law 346 of the 78th Congress (Servicemen's Readjustment Act) as reimbursement of fees, textbooks, supplies, and equipment charged to veterans pursuant to agreements between such schools and colleges and the Veterans Administration, even though the charges were not authorized by the laws of California. (AGO 47-212, 10 Ops. Cal. Atty. Gen. 135.)

Furnishing and Giving of Supplies and Equipment by School Districts to Veteran Students

Supplies and equipment may be given by school districts to veterans and made their property where such supplies and equipment are paid for from funds advanced by the Veterans Administration, the districts in such cases acting as agents of the Veterans Administration, and no conflict with AGO NS2469 and NS4114 exists. (AGO 47-212, 10 Ops. Cal. Atty. Gen. 135.)

Salaries of County Superintendents of Schools

Section 3.1 of Article IX of the California Constitution gave to the Legislature the power to fix the salaries of all county superintendents of schools including those whose salaries were fixed by or under county charters. The salaries fixed for county superintendents of schools by Chapter 1301 of the Statutes of 1947 (comprising Education Code Sections 400-459) became effective September 19, 1947, without any action by boards of supervisors.

With respect to Education Code Section 459, each county superintendent of schools should draw a warrant on the county school service fund as partial payment for his salary and the remainder of his salary should be paid from other funds of the county in the same manner as other salaries are paid. Education Code Section 7003, added by Chapter 401 of the Statutes of 1947, took effect prior to July 1, 1947, and each county is entitled to the full \$2,400 provided for therein for the current fiscal year. During the remainder of the current fiscal year, and thereafter, warrants in partial payment of the salary of the county superintendent of schools should be drawn in amounts sufficient to use the \$2,400 per year. (AGO 47-188, 10 Ops. Cal. Atty. Gen. 156.)

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

During 1947-48 a calendar of educational meetings and conferences is being published from time to time in *California Schools*. In some cases events may be mentioned before the place of meeting has been decided, but complete information will be given in a later issue. Notices of the following meetings have been received since the list of additions went to press for the November issue.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

<i>Date</i>	<i>Organization</i>	<i>Place</i>
December 1, 1947	California Business Educators Association, San Diego Section Meeting	San Diego
December 6	California Business Educators Association, Bay Section Meeting	Hotel Bellevue, San Francisco
December 6	School Library Ass'n of California, Northern Section, Book Discussion Breakfast	658 Market Street San Francisco
December 13	School Library Association of California, Southern Section, Christmas Institute	Royal Palms Hotel Los Angeles
January 10, 1948	S.L.A.C., Southern Section, Book Discussion Breakfast	319 W. Fifth Street Los Angeles
February 2	S.L.A.C., Northern Section, Book Discussion Breakfast	658 Market Street San Francisco
February 7	S.L.A.C., Southern Section, Book Discussion Breakfast	319 W. Fifth Street Los Angeles
February 20-21	Audio-Visual Education Association of California, San Joaquin Valley Section, Spring Conference	Bakersfield
March 3	S.L.A.C., Northern Section, Book Discussion Breakfast	658 Market Street San Francisco
March 6	S.L.A.C., Southern Section, Book Discussion Breakfast	319 W. Fifth Street Los Angeles
March 13-14	School Library Association of California, Annual State Meeting	Hotel Californian, Fresno
March 31-April 1	California Business Educators Association, State Conference	San Francisco
April (date to be announced)	California Business Educators Association, Southern California Section	To be announced
April 3	School Library Ass'n of California, Southern Section, Book Discussion Breakfast	319 W. Fifth Street Los Angeles
April 7	S.L.A.C., Northern Section, Book Discussion Breakfast	653 Market Street San Francisco
May 8	S.L.A.C., Northern Section, Regional Meeting	Stockton
May 8	S.L.A.C., Southern Section, Regional Meeting	To be announced

STAFF AND PLANS FOR SURVEY OF HIGHER EDUCATION

The committee appointed to conduct the survey of higher education in California,¹ comprised of George D. Strayer, Monroe E. Deutsch, and Aubrey A. Douglass, has secured three additional staff members: Arthur J. Klein, former Dean of the School of Education at Ohio State University; Willard S. Ford, until recently City Superintendent of Schools at Burbank; and Kenneth R. Brown. Dr. Klein will give particular attention to higher education, including professional education; Dr. Ford will investigate costs and methods of administering higher education; and Dr. Brown will conduct population studies.

Other major problems that have been selected for investigation include an examination of the educational programs of the state colleges and of the junior colleges.

Conferences at which the plan of the survey will be discussed have been arranged with representatives of the public schools and of the state colleges and universities.

The method of conducting the survey will be similar to that employed in what is known as the "Strayer Investigation" of three years ago. This consists not only in securing pertinent facts but in contacting representatives of schools and of civic groups to secure their points of view and to enlist their support of the conclusions that are finally reached.

TREND TOWARD EXTENSION OF SCHOOLS FOR YOUNGER CHILDREN

Growing national acceptance of nursery schools and kindergartens as the initial unit of elementary education in our schools is reported in *Schools for Children Under Six*, a bulletin recently issued by the United States Office of Education, Federal Security Agency.

The next ten years will show substantial increase in, and improvement of, programs for young children if professional and lay organizations put their announced policies and programs into practice, according to this bulletin. Recent popular interest in extension of nursery school and kindergarten programs has arisen largely as a result of federally financed programs to serve the children of needy families and, more recently, to provide for the children of war workers. The increased birth-rate, the larger percentage of women workers, and the increased concentration of children in cities are given as factors behind the need for extending programs for younger children.

Copies of *Schools for Children Under Six*, Bulletin 1947, No. 5, may be obtained by purchase for 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

¹ See *California Schools*, XVI (October, 1947), p. 217.

THE OVERSEAS TEACHER RELIEF FUND

At a recent meeting of the Executive Committee of the National Education Association, the plight of teachers in war-devastated lands was considered at length. The following paragraphs are abridged from a letter and enclosures received from the president and secretary of the N.E.A. describing the plan adopted by that organization to relieve the desperate situation of overseas teachers this winter.

Among the people in devastated countries who are facing the prospect of a hungry, cold, cheerless winter are the teachers. They need the strength to carry out with vigor their tasks of teaching the children, of preparing them for citizenship and work, of giving them hope, of helping them to learn by percept and example the great fundamental ideals of democracy and freedom. They cannot do their work unless they have strength in their bodies, hope in their hearts, and teaching tools in their hands.

A Thanksgiving-to-Christmas campaign among members of professional organizations in the United States to set up an Overseas Teacher Relief Fund has been decided upon as the most feasible plan of action. It calls for the raising of funds by local teacher associations. If there is no local association in a given community, the school administrator will assume the responsibility of appointing a committee of teachers for this special purpose. Full co-operation can be effective even though the time is short.

The following outline of essential information about the campaign is suggested for mimeographing and distribution to individual teachers:

THE OVERSEAS TEACHER RELIEF FUND

Who authorized it? The N.E.A. Executive Committee after consultation with many authorities about needs and with numerous state and local association leaders about feasibility.

Why? Because of the desperate crisis this winter in war-devastated countries; because rehabilitation of the minds of millions of children and young people must accompany the supplying of food and clothing; because teachers in these lands are the key people in this vital program of educational reconstruction.

Date: A Thanksgiving-to-Christmas campaign, but the need is so pressing that every local association which can possibly do so is urged to complete its campaign Thanksgiving week.

Suggested amount: Each teacher should give at least \$1. Many will wish to give \$5, \$10, or more up to \$100.

Administration: Through the local and state education associations. The money we give will be sent to our state education association. It will forward funds from all the locals in our state to the N.E.A. The N.E.A. Executive Committee will then allocate these funds to help teachers through the best established channels.

What will the money be used for? Direct help from American teachers to teachers in war-devastated countries for food, clothing, and supplies.

What the Overseas Teacher Fund does not do: (1) It does not replace or in any way conflict with established relief organizations raising funds, collecting clothing, etc. (2) It does not replace or interfere with relief agencies working through school children and school organizations, efforts in behalf of which were never so needed as now.

Here is a call that is truly of, by, and for teachers. This campaign will not only provide food, clothing, and supplies to our needy colleagues overseas but will enable us to play a practical part in the worldwide struggle between democracy and totalitarianism.

EXCHANGE OF TEACHERS WITH GREAT BRITAIN

The first year of interchange of teachers with Great Britain, a venture in developing international understanding which involved 74 pairs of teachers, has been completed. During the current academic year, 126 teachers from Great Britain have exchanged places with 126 teachers from the United States. Plans are now being developed for the next school year, 1948-49. The letter reproduced here is being sent by the U. S. Office of Education to school superintendents in California cities of populations from 10,000 to 200,000. School administrators throughout the state are urged to support the interchange program by helping to secure for this exchange experienced teachers who will be good representatives of American education and who upon their return will have important influence in their own schools.

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON 25, D.C.

MY DEAR SUPERINTENDENT:

For a third year I am asking you to inform your teachers that a limited exchange of teachers between this country and Great Britain is being worked out. Plans are now being developed for the school year of 1948-49. For a second year there will also be a modest interchange of teachers between this country and Canada. Policies for the interchange program have been decided by a Committee on the Interchange of Teachers, which includes representatives of the American Association of University Women, American Council on Education, English-Speaking Union, Institute of International Education, American Federation of Teachers, National Education Association, National Association of Secondary-School Principals, American Association of School Administrators, Department of State, and the U. S. Office of Education.

As Chairman of the Committee, I have been asked to secure information on two questions:

1. *Would your school system be willing to exchange a teacher with a school system in Great Britain and/or Canada for the school year 1948-49?* In answering this question you should keep in mind the following considerations:
 - (a) The American teachers in Britain will be paid by your Board of Education; the British teachers in the United States will be paid by the British; the Canadians by Canada.
 - (b) There are no outside funds for this exchange. Each teacher will provide his own travel expenses, and should have, in addition, including salary, not less than \$2,000 for the year.

- (c) Each American teacher would be expected to sign a Memorandum of Agreement; each British or Canadian teacher would be expected to sign a similar agreement for their respective committees.
 - (d) The British and the Canadians assure us that their teachers can be ready for work here by September 1, 1948. You may assign the visiting teacher, as you think best, either to a class on a regular basis, or for assistance throughout your school system.
 - (e) The British or Canadian teacher in your school system will not, of course, be a citizen of the United States, nor take an oath of allegiance or perform any similar civic act which may be required of other teachers in your school system.
 - (f) The British and Canadian Governments will accept responsibility for finding accommodations for the American teacher. You will need to assume responsibility for locating suitable living accommodations for the exchange teacher.
2. *If the first question has been answered in the affirmative, would you: (a) Insist on the exchange of identical positions; (b) Agree to a mixed exchange; (c) Prefer Great Britain only; (d) Canada only; (e) Either Britain or Canada?*

If you have answered the first question in the affirmative, the selection of the teachers to be exchanged should be started as soon as possible. Please suggest the names of one, two, or three teachers in your school system in any field who are willing to be considered for exchange and who in your opinion would make good exchange teachers.

I should like to suggest that one of the teachers be at the elementary level and two in different fields at the secondary level. I point out the nursery-kindergarten and elementary levels because during the two years of the interchange about one-third of the teachers exchanged have been in these grades.

To facilitate the handling of this information, I enclose three application blanks to be filled out in triplicate. Each blank is for one teacher at any level in your school system.

Although we wish to set no age limits, the Committee hopes that teachers will be nominated who have had five or more years of teaching experience and who will be good health risks. No teacher should apply who does not have a continuously good health record and a high degree of emotional stability.

The following schedule is proposed for this interchange program for 1948-49:

September 22-26	Announcements to State School Officers
October 20-24	Announcements to City School Officers
January 30	Close receipt of Applications
February 1-28	Interviewing Committees at Work
April 19-30	All matches made. No alterations after April 30, 1948. If either teacher who has been matched withdraws, no substitute will be found for the withdrawal.

Please ask the teachers to fill out the blank and return the blank to you, not to me. Every applicant considered must be recommended by the school official responsible. We must send abroad only teachers whom we would be proud to have represent American education.

Please note that the blanks may be returned later than the reply to the first two questions, but we would like if possible, to have both the reply and the blanks at as early a date as possible.

Yours sincerely,

PAUL E. SMITH
Chairman, Committee on the
Interchange of Teachers

CAMPING AS A PART OF THE SCHOOL PROGRAM

Publication of *Camping and Outdoor Experiences in the School Program*, by the United States Office of Education, was announced in October.

School camping activities are developing from summer to year-round outdoor programs, as illustrated by extensive provisions made in Michigan and California.

The 40-page bulletin reports steady growth in the movement to provide camping and outdoor experiences for children in elementary schools. Among the advantages of having such programs in the schools are that they help to show the need for changing current curriculums, provide a natural and realistic setting for education, and develop in simple and direct fashion the practices of democratic living. Many different types of camping and outdoor experience now available in our schools are described.

Copies of *Camping and Outdoor Experiences in the School Program* may be obtained by purchase for 15 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

EDUCATIONAL AIR TOURS

Several national agencies interested in air education have been developing programs during the past few years for practical co-operation with school systems to encourage use of air travel as a regular educational medium.

INSTITUTES IN THE AIR

In 1940, United Airlines established representatives of its Department of School and College Service at various key spots throughout the United States. Harry Sullivan was assigned to San Francisco and Forrest Barrett to Los Angeles as representatives. Institute sessions on aviation were conducted for teachers, with tours to airports, reservations, and traffic department offices. As a result of the many requests received from teachers, an institute air tour was offered in southern California in 1945. This was conducted in co-operation with Ernest G. Toland, curriculum co-ordinator for Los Angeles County. According to Mr. Barrett's report, this air tour from Los Angeles to San Diego was the first to yield institute credit. A bus met the teachers at the airport in San Diego and they were then taken to a luncheon arranged by the San Diego County Superintendent of Schools. A tour was made of the city, the zoo, historical landmarks of San Diego, and Point Loma. The teachers were then returned to the airport where they embarked on the return journey to Los Angeles.

This tour was followed shortly by others arranged by the Long Beach Public Schools and the Orange County Superintendent of Schools. These first tours were as short and as inexpensive as possible, and the passengers usually traveled one way on one airline and returned on another.

Most of the larger cities in southern California and all of the counties where it is feasible are having air tours in 1947 for their teachers, with institute credit. Tours by air to Boulder Dam in the spring of 1948 are being organized in Los Angeles, Orange, Ventura, and Santa Barbara counties. Two southern counties have approved air tours to Mexico.

In working out these tours with the various school systems, United Airlines has endeavored to do three things: (1) To give the experience of a flight—many teachers teaching units in aviation have never had this experience; (2) to supply a log showing the physical geography, geology, and history of the area over which the planes travel—called "education during flight"; (3) to schedule an educational tour at the destination.

A few student tours have been conducted as an extension of classroom instruction, notably from Los Angeles City College, where each student paid his own way, and from various school districts in Kern County, where the expense was paid by the local school boards. Increased use of this type of tour is expected in the future.

CLASSROOMS IN THE AIR

After four years of experimentation and study, Air-Age Education Research, 80 East 42nd Street, New York City, announced recently that it has established a "Classrooms in the Air" program, a special air travel service for schools and colleges.

N. L. Englehardt, Jr., Air-Age Education Research Director, said in announcing the program, "recently many school groups have turned to aviation as the means of transportation both in this country and abroad, and new teachers are able to take their pupils on educational air trips or conduct classes in the air with the assistance of our special instructors."

The new plan places at the disposal of student groups modern commercial planes of scheduled airlines in the United States, Canada, Mexico and Europe. For tours abroad, one teacher is carried free for every ten pupils.

For teachers planning educational air tours, Air-Age Education Research offers an eight-point service: (1) Help in organizing units of work for classroom preparation; (2) securing necessary classroom teaching aids; (3) planning flights to meet the particular needs of each group; (4) visiting classes to assist in the preliminary work; (5) suggesting methods of financing; (6) touring an airport before a trip; (7) providing a special instructor to accompany the group on the flight; (8) aiding in postflight discussions and evaluation.

Among the many groups which have taken to the air as part of their curricula through Air-Age Education Research are senior high school students at New Haven Commercial high school, and students in distributive education at Classen high school, Oklahoma City, who were flown to St. Louis, Dallas, and Tulsa; college girls from all over the United States who went to England, Holland, Switzerland, and Scandinavian countries; and a group of Michigan school principals and superintendents who were flown to New York and given an intensive two-day course in the effect of aviation on modern teaching as part of their post graduate work in education at Michigan State College.

Dr. Englehardt said that the speed of air travel enables students to cover large areas in a short time and hence many valuable one-day trips can be arranged without the necessity of staying away overnight. "This meets with much favor among parents and saves considerable expense," he added.

The announcement stressed the importance of early planning for educational flights and advised interested groups to get in touch with Air-Age Education Research well in advance of the expected dates of tours.

GUIDE FOR RURAL TEACHERS

A guide for rural teachers, entitled *Schools Count in Country Life*, and outlining what is being done by some rural teachers to meet increased demands upon education, has been recently announced by the United States Office of Education, Federal Security Agency.

The 62-page illustrated publication is designed to assist teachers, parents, and supervisors in discussing and planning improvement-of-living curriculums in rural communities. Anecdotes illustrate effective ways of meeting needs of children growing up in the open country and in small towns and villages. This publication is based on information obtained from state journals of education, state education department bulletins and other publications, personal interviews with rural leaders, and letters.

Copies of *Schools Count in Country Life* may be obtained by purchase for 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

ESSAY CONTEST ON SPANISH AMERICAN WAR

Pupils in the sixth, seventh, and eighth grades in California schools are eligible to compete for national and state cash prizes in an essay contest being conducted by the Auxiliary of the United Spanish War Veterans. The subject of the essay to be submitted is "What Improvements in the Field of Medicine Were the Result of Knowledge Gained in

the Spanish American War?" The essay must be not longer than 750 words and must reach the California chairman not later than March 1, 1948.

An announced purpose of the contest is to interest the youth of the country in the history of the Spanish American War, in which the United States was represented by its "only one-hundred-per-cent volunteer army." Rules of the contest can be secured by addressing Winnifred E. Ketchem, Department Essay Chairman, Auxiliary United Spanish War Veterans, 2508 Parkway, Bakersfield, California.

STATE COLLEGE PROJECT IN INTERCULTURAL EDUCATION

The Pacific Coast Council on Intercultural Education, in co-operation with the State Department of Education and the seven California state colleges, has embarked on a three-year program in preservice teacher training. The primary purpose of the project is to prepare teachers to deal effectively with racial and cultural problems which they will encounter in their classrooms and in the communities where they will teach. In addition, the program is designed to evaluate the place of intercultural education in teacher training, and to test experimentally various methods of introducing appropriate learning experiences and subject matter into curriculums of teacher-training institutions. William E. Vickery, graduate of the School of Education at Harvard University, who has recently served in the American Military Government in Germany, will direct the project. Dr. Vickery is co-author with Stewart G. Cole, Executive Director of the Pacific Coast Council on Intercultural Education, of a textbook in this field.¹

1948 INSTITUTE ON CORRECTIVE AND REMEDIAL READING

Dates for the annual institute on reading disabilities conducted by the Reading Clinic at Temple University, Philadelphia, have been advanced to February 2-6, 1948. The 1948 institute is part of a three-year evaluation program, and delegates may attend for the dual purpose of organizing new programs and evaluating existing ones. The emphasis for 1948 will be placed on the *content area* approach. Enrollment is limited by advance registration which must be confirmed prior to the institute. A copy of the program and further information about the institute may be secured by addressing Dr. E. A. Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

¹ William E. Vickery and Stewart G. Cole, *Intercultural Education in American Schools: Proposed Objectives and Methods*. Foreword by William Heard Kilpatrick. New York: Harper and Brothers, 1943. Pp. xviii + 214.

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